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ABSTRACT

Based on the hypothesis that a major deterrent to women seeking enrollment in vocational programs is the attitudes and misunderstandings of secondary school girls regarding such programs, a study designed to identify and assess the attitudes, perceptions, understandings, and conditions for enrollment of adolescent girls in vocational programs was conducted. A normative survey was administered to a stratified random sample of female students (grades 9-12) from 35 different high schools in Indiana. Responses of the 1,108 participants were tabulated and recorded on summary tables for analysis (all tables included in the appendix). Followup interviews were conducted with a selected small percentage of the previously surveyed sample. It was found that while girls believe occupational opportunities are broadening for females, in practice they are still limiting their own choices to those most stereotypic to their sex. The study also indicated that the girls did not know a great deal about the vocational courses and programs available but the majority would consider enrolling in these programs under certain conditions, such as convenience, part-time attendance, preferential selection, or in case of failure to gain college admission. Based on the final analysis and followup interviews, a total of 10 conclusions and 6 recommendations were reported. (BM)

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FINAL REPORT

ATTITUDES OF ADOLESCENT GIRLS TOWARD VOCATIONAL EDUCATION

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Project No. 13-76-C14

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June 1977

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INFORMATION SHEET

A. Kind of Project: (Check one)

1	____ Experiemental	4	____ Demonstration
2	X Developmental	5	____ Evaluative
3	____ Pilot	6	____ Exemplary

B. Population

TYPE		NUMBERS (Affected by Project)
A	Disadvantaged	A____
B	Handicapped	B____
C	Migrant	C____
D	Minority	D____
E	Combination of the above	E____
F	Other: adolescent girls	F 1108+

GROUP

1	Pre-school	1____
2	Elementary	2____
3	Junior High School	3____
4	Middle School	4____
5	Senior High School	5 X
6	Postsecondary	6____
7	Adult	7____
8	University	8____
9	Employer	9____
10	Employee	10____
11	Citizens	11____
12	Parents	12____
13	Combination of the above	13____

LOCALITY (check the one which encompasses the locality involved)

a	National	a____
b	State	b X
c	Region	c____
d	District	d____
e	County	e____
f	Area	f____
g	Community	g____
h	School Corporation (LEA)	h____

III. Statement of the Objectives

Three major objectives were appropriate to this project and to the priority specified in the State RFP Number 7 as follows:

1. Attitudes of adolescent girls toward programs of vocational education were identified.
2. The perceptions and understandings which adolescent girls have of programs of vocational education were identified.
3. The conditions under which adolescent girls would seek to enroll in programs of vocational education were identified.

IV. Statement of the Problem

The need to broaden women's educational and related occupational opportunities has been repeatedly documented in recent years. Data from the Department of Labor (1971, 1973) have consistently pointed out that women are underemployed, are distributed over a narrow range of occupations (35% are clerical workers) and earn, as a group, a marginal income (34% of all female-headed families are below the poverty level). Other documentation has consistently pointed out the disparity between women who could benefit from programs of vocational education and those seeking enrollment in such programs, especially those traditionally dominated by males. In this regard, various educators have hypothesized that a major deterrent to women seeking enrollment in such programs is the attitudes and misunderstandings of secondary school girls regarding vocational education. It would therefore, appear appropriate to identify if, in fact, such attitudes and misunderstandings do exist, and if so, their nature and extent. This proposal conducted such a project and was an appropriate extension of the project concluded at Indiana University entitled IDENTIFICATION OF EFFECTIVE CONCEPTS AND PRACTICES IN PLACEMENT AND FOLLOW-UP SERVICES.

Concern was expressed over ten years ago in the Report of the President's Commission on the Status of Women (1963) that women are not developing their

full potential in America. Later, President Johnson (1966) also expressed concern regarding the underutilization of American women and identified it as the most tragic and the most senseless waste of this century.

By 1969, there were 29 million women in the labor force (Women's Bureau, 1969). By 1980, it is estimated there will be over 36 million. These women comprised well over one-third of the entire labor force and included nearly 40% of the women in this country who are over 14 years of age. In fact, one-third of all families living in poverty are supported entirely by women. Further, according to the Women's Bureau of the Department of Labor, nine of every 10 girls living in 1971 will work at some time during their lives. But, says the Bureau, the career sights of all too many of them are limited and unrealistic. The Women's Bureau lays this disparity to the goals, attitudes and aspirations of women when they were girls, and suggests that counselors, particularly, can help girls recognize the new realities. Bluntly stated, girls graduating from high school should expect to work outside their homes for 25 years. These girls must therefore, be helped early in their teens to prepare them for the dual role of homemakers and workers. However as frequently noted, despite the very large number of women presently in the labor force, a relatively small proportion can in fact, be said to be using their potential abilities fully. This represents a sad and unnecessary waste of human resources. Only as meaningful vocational choices are made will girls be able to realize their fullest potential in both spheres. Further, traditional theories of vocational development have been primarily male-oriented and, as Osipow's studies (1968) noted, these theories "fail to really provide a useful vehicle for the understanding of the career development of women." Thus, the educators who are involved in the career guidance of women have in effect, no theoretical base upon which to rely.

It is also evident that girls need labor market and career information and an understanding of its relationship to vocational education. Studies by

the North Central Association's Research Committee on Guidance and Counseling (1973) have noted that "adolescent girls have little understanding of vocational education and its career potential and appear to reflect the attitude that it is in the domain of 'men only.'"

A recent study completed by several of the staff of this project (THE IDENTIFICATION OF EFFECTIVE CONCEPTS AND PRACTICES IN PLACEMENT AND FOLLOW-UP SERVICES, 1974-75) has also noted that girls appear to have little understanding or interest in placement in programs of vocational education.

Women have been traditionally viewed as "the weaker sex." This sexual bias has led to discrimination against women in both work and education, including vocational education according to research by Ginzberg (1971) who stated, "The increasing acceptance of women as workers represents a clear challenge to education."

V. Priority Area

This project was developed in response to 1976 RFP #7.

VI. Strategies

A. Procedures

This study was a normative survey which utilized the following specific procedures for accomplishing the objectives of the project.

1. A project advisory committee was appointed. This committee consisted of Mr. Russell Blackburn, Counselor, North Lawrence Vocational-Technical Center; Mr. Ron Chester, Coordinator, Monroe County Community Schoool Corporation; Mr. William C. McDay, Manager, Sears, Roebuck & Company, Bloomington; Mr. Don Piper, Director, North Lawrence Vocational-Technical Center, and Mr. Thomas O. Stigall, Director, Indiana Laborers' Training Trust Fund.
2. Instruments were developed to assess attitudes, perceptions, understandings and conditions for enrollment of adolescent girls in pro-

grams of vocational education. Career Survey, Part I, was a scale that assessed the attitudes of adolescent girls toward occupations and educational studies related to programs of vocational education. Career Survey, Part II, was a checklist to assess the perceptions and understandings of adolescent girls toward programs of vocational education. Career Survey, Part III, was a questionnaire designed to ascertain conditions under which adolescent girls would enroll in programs of vocational education. These instruments were first tested through a pilot application. (See Appendix A for instruments.)

3. A sample of adolescent girls stratified by educational levels and geographic locales in the State of Indiana and including significant racial minority representation were drawn for administering of the survey instruments.

   Specifically, the educational levels in this study were represented by grades nine through 12, while geographic locations included large city systems with significant minority populations, such as Indianapolis and Gary; medium-sized urban-suburban school systems such as presented by Columbus, Indiana; and small rural school systems such as represented by Nashville, Indiana. Small city school systems were classified as cities of under 5,000 population; medium, as 5,000 to 100,000; and large, as over 100,000. A total of 35 schools and 1108 adolescent girls participated in the study. (See Appendix B for listing of participating schools.)

4. Follow-up interviews were conducted with a selected small percentage of the previously surveyed sample. Interview guides were developed for structuring these interviews and to insure similarities of data collected in this procedural step.

5. Data were organized and prepared for review by the project staff and selected consultants. Summary tables and frequency distributions are

utilized to simply display responses to the previously indicated scales and checklists. These data are presented in Sections VII and VIII, Analysis and Findings.

6. Implications were drawn from the data for school counselors, counselor educators, vocational educators, programs of vocational education and in general, schools and school systems in the State of Indiana. These implications are presented in Section X, Conclusions and Recommendations.
7. The project staff and consultants reviewed and analyzed the collected data.
8. An article will be prepared for publication and submitted to an appropriate professional journal. Programs will also be submitted for presentation at the American Vocational Association national convention and other professional meetings and workshops.
9. Results of the project will be sent to all participating schools.
10. Procedural Time Table

Preparation Phase: January 1 through March 31, 1976

1) Organizational and planning meetings
2) Identification and orientation meeting with advisory committee
3) ERIC Probe literature and research search
4) Development of appropriate data collecting instruments and procedures
5) Identification of participating schools and school systems
6) Identification of project sample from participating school systems
7) Pilot administering and subsequent modification of data collection instruments and procedures

Implementation Phase: April 1 through December 31, 1976

1) Administering of data gathering instruments
2) Conducting of follow-up interviews

3) Data organization

4) Data analysis and interpretation

Dissemination Phase: January 1977 through February 1977.

1) Preparation and publication of project's final technical report

2) Distribution of these publications to appropriate audiences

3) Project final evaluation

B. Personnel

Principal Investigator: Marianne H. Mitchell, Ed.D., Associate Professor of Education, was the principal investigator and director of this study. Dr. Mitchell has directed past studies, including A COMPARISON OF PUPIL PERSONNEL SERVICES IN SELECTED SCHOOL SYSTEMS IN THE UNITED STATES AND THE BRITISH ISLES and COMPARISON OF GUIDANCE ACTIVITIES IN SELECTED FOREIGN COUNTRIES WITH THE UNITED STATES. She was co-director of the Ford Foundation study, A FOLLOW-UP OF GIFTED SECONDARY SCHOOL DROPOUTS and has published several books: THE COUNSELOR AND SEXUALITY (Houghton-Mifflin, 1973) and THE DEVELOPMENT AND MANAGEMENT OF SCHOOL GUIDANCE PROGRAMS (W.C. Brown, 1973).

Other project associates were Dr. Robert L. Gibson, Chairman and Professor, Department of Counseling and Guidance, Indiana University, who has directed various research studies including COMPARING TECHNIQUES FOR THE SOLUTION OF SIMILAR VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN THE UNITED STATES AND THE BRITISH ISLES (USOE) and CAREER PROBLEMS OF HIGH SCHOOL LEAVERS (Ford Foundation). Dr. Gibson has served as a consultant to various school systems and agencies on career development and vocational guidance; has published various articles and books, including CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOLS (Merrill and Company, 1972), HUMAN RESOURCE DEVELOPMENT IN SCHOOLS (Jones-Wadsworth Company, 1971) and TECHNIQUES OF GUIDANCE FOR STUDENT ASSESSMENT (Science Research Associates, 1966). Ms.

Darlene Gerster and Mr. Michael Downer were Research Assistants for this project.

VII. and VIII. Analysis and Findings

Summary tables and frequency distributions are utilized to display and analyze the data collected through the use of the three-part career survey instrument (Appendix A). Table 1 presents a summary of the number of respondents to each part of the Career Survey. Table 2 presents a percentage summary by grades of adolescent girls' views of 25 common occupations. Table 3 indicates their responses to 18 questions focusing primarily on career planning and vocational education. Table 4 summarizes responses to the question: "Would you ever consider enrolling in a vocational education program?" Data from the follow-up interviews conclude this section of data presentation.

Table 2. Career Survey, Part I, Discussion

As may be noted in Table 2, the adolescent girls in this study tended to consider careers for themselves that have been traditionally open for women, i.e., nursing, secretarial positions, teaching, sales, bookkeeping and the relatively new field of data processing. Veterinary medicine, journalism and, reflecting more current opportunities, law, were also indicated to some degree. These girls felt a broader range of careers were appropriate for other girls to consider, including some that have not been typically available to females of past generations, i.e., auto mechanics, drafting. They still felt dubious however, about the availability of such occupations and professions as auto body work, machine trades, welding, truck driving and engineering. In conclusion, Table 2 would seem to indicate that while girls believe occupational opportunities are broadening for females, in practice they are still limiting their own choices to those that are more stereotypic of their sex.

Table 3. Career Survey, Part II, Discussion

Table 3 summarizes statements regarding the plans, attitudes, and expectancies of the adolescent girls in the population sampled. As may be noted in almost every instance, except senior girls in medium-sized schools, 98% plus of the subjects planned to graduate from high school, with a range of 40% to 78% anticipating college attendance as well. Percentages fluctuated in grades nine through 11, but sharply declined to near zero in grade 12 in the percentage of girls planning to enroll in vocational or business school programs after high school. The interest in vocational education courses and programs before completion of high school also declined between grades nine and 12. There would not appear to be any evidence that declining or lack of interest in vocational courses was due to the influence of parents, teachers, school counselors or friends (although friends were more influential at the ninth grade level). Nor were students frightened away by the anticipated academic rigor of such courses. Perhaps the most significant response was number 14 in which the majority of the students at nearly all grade levels (with the exception of the small and medium schools' twelfth graders) indicated that they did not know a great deal about the vocational courses and programs available. This would appear to be consistent with their response to the sixteenth question which indicated their belief that employment opportunities would be better with a college degree - a belief that is contradictory to the facts as known today.

Table 4. Career Survey, Part III, Discussion

Examination of the data from Part III of the Career Survey did indicate that most adolescent girls, grades nine through 12 in all three sizes of schools, would consider enrolling in vocational education programs under certain circumstances. Most frequently these circumstances seem to be related to the possibility of employment opportunities or certain conditions, such as convenience, part-time attendance and the option of selecting only those courses in which they want to enroll. A final popular condition was the students' failure to gain admission to a college. For those who indicated they would not

under any circumstances consider vocational programs, the reasons most frequently cited were their preference for college and lack of interest in the training opportunities represented, as well as their lack of knowledge of such programs.

Follow-Up Interviews

Follow-up interviews were held with a limited sample for the purpose of verifying the data gathered through the questionnaire and checklist and to add further depth to the data collected. As a result, these interviews were structured to fit these criteria. The interviews did, in fact, verify the results of the previously collected data and as intended, extended the project staff's understanding of the attitudes of adolescent girls toward vocational education. Among the significant additional findings of the interviews was the fact that while secondary schools increasingly and on a more systematic basis are providing adolescent girls with contacts with working women for career information purposes, these women almost without exception were women of significance in the community and were primarily college graduates and professionals. Too, adolescent girls seem more drawn to "glamorous" careers of a non-stereotypic nature, such as airplane pilots, lawyers, doctors, etc., than other less "glamorous," male-dominated careers.

It was interesting to note that very few girls interviewed were aware of legislation affecting their status, such as Title IX and in fact, they seemed little interested in such legislation.

Perhaps of greatest significance to the school counseling movement is the fact that interviewed girls indicated overwhelmingly that the school counselor was the most important source of information and awareness about women in the school. This would seem to suggest that the career education movement, which has in many respects been bypassing the school counselor, is making a serious error.

Finally, despite some popular theories which indicate otherwise, parents

appear to be the most single influential factor in the career determination of adolescent girls. Somewhat surprising however, television was viewed as the second most influential factor on career planning and decision-making. Further, interviewers were impressed with the influence of television in perpetuating sex-role stereotyping and also influencing career awareness among adolescent girls.

The interviewers concluded that while there has been much evidence of activity in schools designed to eliminate sex-role stereotyping, most adolescent girls still were considering traditionally female careers for themselves.

IX. Evaluation of Project

The evaluation of the project was continuous and ongoing and was linked directly to the project's objectives. The project staff were assisted in conducting terminal evaluation of the project by representatives from the Committee for Guidance and Counseling of the North Central Association of Colleges and Schools. The terminal evaluation concluded that the project had achieved its goals in an "expeditious and exemplary manner."

X. Conclusions and Recommendations

Based on a review and discussion of the collected data including group and individual interviews, the project staff drew the following conclusions:

1. Adolescent girls are still more likely to consider the historically typical female career options, even while believing they could enter many of the previously male-dominated occupations.
2. Even though most adolescent girls at ninth grade level expressed an interest in vocational education program, one must conclude that vocational education has not actively encouraged adolescent girls to consider enrollment in programs of vocational education.
3. Related to number "2" above, it would appear that vocational education has done little to communicate their programs and career options to adolescent

girls.

4. School counselors are not realistically advising students regarding the world of work and income probabilities; nor aiding students in realisti: decision-making as witness the number anticipating college who will not go, and those who indicated they would have entered vocational education programs if such programs would have made them more employable.
5. Traditional cultural attitudes toward "acceptable" employment patterns for women do not automatically change as a result of legislation. There must be vigorous educational implementation plans. (In fact, very few girls were aware that there is a Title IX.)
6. Vocational education does not have broad appeal as an option for adolescent girls.
7. Adolescent girls may not be unduly influenced in their career planning by parents, teachers, counselors, or even friends; although they indicated they would give vocational education more consideration if more girls were enrolled in more programs.
8. The influence of television on sex-role stereotyping and career awareness appears to be considerable with adolescent girls.
9. While most adolescent girls had been exposed to women of importance in their communities, these women were predominantly college graduates and professionals.
10. As a result(of numbers "8" and "9" above) the non-traditional careers which adolescent girls most frequently evidenced an interest in were "glamorous" and/or professional ones, such as airplane pilots, airline hostesses, law and medicine.

Based on the data from the study, the project staff concluded that the following recommendations would be appropriate:

1. There must be an effort to increase the number of female counselors in

vocational schools. This is an important step if the all-male image generally projected for vocational programs is to be changed.

2. Insofar as possible, efforts must be made to employ qualified female vocational teachers in those traditional male-dominated programs.
3. Further, efforts must be increased to introduce pre-adolescent girls to women experiencing success in all types of work, especially including those requiring vocational training.
4. Vocational schools and programs must become more aggressive in the development and presentation of planned informational-orientation programs for pre-adolescent girls and their parents. In this regard, they should consider the increased use of public media, especially television.
5. Increased efforts must be undertaken through workshops and pre-service training to influence the attitudes and understanding of school counselors toward vocational education and its appropriateness for adolescent girls, plus the attending employment possibilities.
6. Legislation should be enacted which provides funded support for the development of exemplary programs which attract the enrollment of adolescent girls into programs of vocational education.

13.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING February 15, 1977
(Date)

Project No. 13-76C-14

ITEMS	Project Budget FY 19--		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel	5,940	2,430	5,940	1,930.00	-0-	+500.00
2. Contractual services	-0-	500	-0-	1,525.20	-0-	-1,025.20
3. Employee benefits	1,142	169	1,142	86.73	-0-	+82.27
4. Travel		936		637.16	-0-	+ 298.84
5. Supplies and materials		50		81.00	-0-	-31.00
6. Communications (include phone calls, printing)		400		200.00	-0-	+200.00
7. Properties (rentals or purchase of equipment)		-0-		-0-	-0-	-0-
8. Facilities		-0-		-0-	-0-	-0-
9. Product production and dissemination		500		499.98	-0-	+.02
10. Project Evaluation		-0-		-0-	-0-	-0-
B. INDIRECT EXPENDITURES	1,918		1,918		-0-	
C. TOTAL EXPENDITURES	$9,000	$4,985	$9,000	4,960.07		* +24.93

Fiscal Agent/Director: Marianne H. Mitchell

Institution/Agency Name: Indiana University/Bloomington

APPENDIX A

Sex M ____ F____
Age _____ Grade _____

CAREER SURVEY
(Part I)

DIRECTIONS

Please check the square under the number which indicates how you view the 25 occupations listed below:

1 = I would consider for a career
2 = O.K. for girls for a career, but not for me.
3 = Uncertain as to whether this is an appropriate occupation for girls to consider.
4 = Only boys have a chance in this field.
5 = Not sure.

OCCUPATION	1	2	3	4	5
auto body work					
auto mechanics					
bookkeeping					
building trades					
data processing					
dentist					
drafting					
electronics					
engineering					
farming					
foods preparation					
graphic arts					
geologist					
journalist					
lawyer					
machine trades					
medical doctor					
nurse					
printing					
sales person					
secretary					
teaching					
truck driver					
veterinary doctor					
welder					

Sex M-____ F ____
Age _____ Grade _____

CAREER SURVEY
(Part II)

Check any of the following statements in the blank provided at the left, if you believe they are appropriate for you.

_____ 1. I hope to graduate from high school.

_____ 2. I hope to enroll in a college after high school.

_____ 3. I hope to enroll in a vocational school after high school.

_____ 4. I hope to enroll in a business school after high school.

_____ 5. I would like to take some vocational education courses before I finish high school.

_____ 6. I would like to take a vocational education program before I finish high school.

_____ 7. I do not believe my parents would encourage my enrolling in vocational courses.

_____ 8. My parents would strongly oppose my enrolling in vocational courses.

_____ 9. I do not believe my school counse-or would encourage my enrolling in vocational courses.

_____10. I believe some of my teachers would discourage me from enrolling in vocational courses.

_____11. I believe some of my friends would discourage me from enrolling in vocational courses.

_____12. Vocational courses would be too difficult academically for me.

_____13. Vocational school is O.K. for boys, but not for girls.

_____14. I don't know a great deal about vocational courses and programs available to me.

_____15. I don't know a great deal about college programs and courses available to me.

_____16. I believe I would have a better opportunity for employment with a college degree.

_____17. Many of my school courses have seemed meaningless to me.

_____18. If I enrolled in a high school vocational program I don't believe I would be able to go on to college.

Sex M _____ F _____
Age _____ Grade _____

CAREER SURVEY
(Part III)

A. Would you ever consider enrolling in a vocational education program?

Yes _____ No _____

B. If so, under what circumstances? (Please write your answer below.)

C. If not, why not? (Please write your answer below.)

APPENDIX B

PARTICIPATING SCHOOLS

Alfred Beckman Jr. H.S.
1430 West 23 Avenue
Gary, IN 46407
Co: Ms. Dorothy Williams

Bellmont Sr. H.S.
1000 East North Adams
Decatur, IN 46733
Co: Ms. Rebecca Worthman

Brown County H.S.
Box 68
Nashville, IN 47448
Co: Ms. Carroll Lockaby

Central Middle School
317 West Washington Street
South Bend, IN 46601
Co: Ms. Betty Lawson

Chesterton H.S.
651 West Morgan AVenue
Chesterton, IN 46304
Co: Mrs. Rachel K. Oesting

Columbus East H.S.
230 South Marr Road
Columbus, IN 47201
Co: Mr. Harry Miles

Columbus North H.S.
1400 25 Street
Columbus, IN 47201
Co: Mr. Raymond Bradbury

Concord Community H.S.
59117 School Drive
Elkhart, IN 46514
Co: Ms. Kay Krumpetz

Daleville H.S.
High Street-Box 525
Daleville, IN 47334
Co: Ms. Velma Frame

Edgewood H.S.
Box 488
Ellettsville, IN 47429
Co: Ms. Linda Arbuckle

Edinburg Community H.S.
300 South Keeley Street
Edinburg, IN 46124
Co: Ms. Alice Taulman

Elkhart Central H.S.
One Blazer Drive
Elkhart, IN 46514

Evansville-Vanderburgh School Corp.
One Southeast Ninth Street
Evansville, IN 47708
Co: Mr. Guy Andress

James Whitcomb Riley H.S.
405 East Ewing Avenue
South Bend, IN 46613
Co: Ms. Joann Hammond

Jennings County H.S.
R. R. #4
North Vernon, IN 47265
Co: Ms. Shirley Hinton

Jimtown H.S.
R. R. #3 - Box 425B
Elkhart, IN 46414
Co: Ms. Paula Jean Ritzman

John J. Young Jr. H.S.
1801 North Main Street
Mishawaka, IN 46544
Co: Ms. Martha Langenbahn

Leo H.S.
Box 232 - R. R. #2
Grabill, IN 46741
Co: Ms. Carol Gross

Martinsville Jr. H.S.
1499 East Columbus Street
Martinsville, IN 46151
Co: Ms. Barbara Hawkins

Munster H.S.
8808 Columbia Avenue
Munster, IN 46321
Co: Ms. Pamela V. Allen
Co: Ms. Phyllis Braun

Nineveh-Hensley-Jackson United Schools
Indian Creek Jr. H.S.
P. O. Box 98
Trafalgar, IN 46181
Co: Ms. Esteline Bradley

North Judson-San Pierre H.S.
900 Campbell Drive
North Judson, IN 46366
Co: Ms. Dee Edgcomb

North Side H.S.
475 East State Street
Fort Wayne, IN 46805
Co: Ms. Dolores Klocke

North Side Jr. H.S.
1815 Indiana Avenue
Anderson, IN 46012
Co: Mr. William L. Judd

Plymouth H.S.
810 Randolph Street
Plymouth, IN 46563
Co: Ms. Marjorie Carothers

Seymour Sr. H.S.
1350 West Second Street
Seymour, IN 47274
Co: Ms. Deborah K. Jones

South Bend Community School Corp.
635 South Main Street
South Bend, IN 46601
Dr. Darrel Kraft

South Side H.S.
3601 South Calhoun Street
Fort Wayne, IN 46807
Co: Mr. Thomas Gordon

Tolleston Jr. H.S.
1700 Taney Street
Gary, IN 46404
Co: Mr. Roger Wills

Virgil Grissom Middle School
13881 Kern Road
Mishawaka, IN 46544
Co: Ms. Jeannette Gherardi

Warren Central H.S.
9500 East Sixteenth Street
Indianapolis, IN 46229
Co: Ms. Marian Doub

Wheeler Jr. & Sr. H.S.
Box 106
Wheeler, IN 46393

Whiteland Community H.S.
300 Main Street
Whiteland, IN 46184
Co: Ms. Joye Tabeling

William A. Wirt Sr. H.S.
210 North Grand Boulevard
Gary, IN 46403
Co: Ms. Ovalene Aaron

21.

TABLE 1. Summary of Number of Respondents to Career Survey

	PART I					PART II					PART III				
Grade	9	10	11	12		9	10	11	12		9	10	11	12	
Small	68	129	74	26	297	69	126	77	28	300	68	120	74	28	290
Medium	159	130	161	9	459	161	131	162	9	463	158	117	138	8	421
Large	169	62	106	15	352	172	62	107	15	356	165	63	105	13	346
					1108					1119					1057

TABLE 2. Interests of Adolescent Girls in 25 Selected Occupations

NOTE: Headings "1" through "5" indicate the following:

1 - I would consider for a career.
2 - O.K. for girls for a career, but not for me.
3 - Uncertain as to whether this is an appropriate occupation for girls to consider.
4 - Only boys have a chance in this field.
5 - Not sure.

OCCUPATION	SIZE	GRADE 9									
		1		2		3		4		5	
		#	%	#	%	#	%	#	%	#	%
auto body work	S	8	12	31	46	15	22	7	10	7	10
	M	15	9	62	39	49	31	19	12	12	8
	L	6	4	58	34	44	26	41	24	13	8
auto mechanics	S	8	12	30	44	15	22	8	12	7	10
	M	19	12	64	40	44	28	21	13	9	6
	L	14	8	55	33	50	30	40	24	8	5
book-keeping	S	34	50	24	35	4	6	0	0	4	6
	M	63	40	75	47	4	3	2	1	13	8
	L	71	42	67	40	3	2	0	0	19	11
building trades	S	4	6	23	34	21	31	7	10	10	15
	M	9	6	59	37	33	21	14	9	42	26
	L	21	12	47	28	29	17	28	17	38	22
data processing	S	26	41	29	43	3	4	1	1	7	10
	M	35	22	68	43	10	6	6	4	36	23
	L	78	46	54	32	7	4	2	1	20	12
dentist	S	14	21	42	62	7	10	1	1	4	6
	M	40	25	76	48	20	13	10	6	11	7
	L	45	27	68	40	16	9	16	9	22	13
drafting	S	7	10	35	51	12	18	6	9	7	10
	M	21	13	65	41	29	18	22	14	20	13
	L	18	11	62	37	27	16	30	18	24	14
electronics	S	9	13	26	38	17	25	8	12	6	9
	M	20	13	57	36	27	17	36	23	19	12
	L	38	22	58	34	25	15	29	17	16	9
engineering	S	10	15	20	29	18	26	8	12	11	16
	M	11	7	60	38	26	16	29	25	14	9
	L	25	15	50	30	27	16	46	27	18	11
farming	S	9	13	17	25	16	24	16	24	10	15
	M	41	26	44	28	29	18	31	19	14	9
	L	30	18	70	41	14	8	24	14	28	17
foods preparation	S	41	60	22	32	0	0	1	1	3	4
	M	69	43	67	42	14	9	2	1	9	6
	L	30	18	70	41	14	8	24	14	28	17
graphic arts	S	19	28	30	44	8	12	4	6	5	7
	M	46	29	56	35	19	12	6	4	27	17
	L	52	31	61	36	18	11	3	2	28	17

OCCUPATION	SIZE	GRADE 10									
		1		2		3		4		5	
		#	%	#	%	#	%	#	%	#	%
auto body work	S	7	5	53	41	41	32	14	11	9	7
	M	10	8	45	35	39	30	26	20	9	7
	L	4	6	28	45	14	23	10	16	6	10
auto mechanics	S	11	9	53	41	32	25	18	14	5	5
	M	13	10	46	35	38	29	23	18	8	6
	L	4	6	27	44	10	16	10	16	10	16
book-keeping	S	52	40	67	52	2	2	0	0	4	3
	M	50	38	66	51	0	0	1	1	13	10
	L	24	39	28	45	2	3	0	0	8	13
building trades	S	7	5	43	33	36	28	21	16	12	9
	M	14	11	45	35	35	27	16	12	18	14
	L	4	6	23	37	3	5	14	23	17	27
data processing	S	46	36	64	50	3	2	0	0	11	9
	M	47	36	65	50	1	1	0	0	16	12
	L	26	42	22	35	2	3	1	2	10	16
dentist	S	29	22	68	53	13	10	4	3	9	7
	M	24	18	80	62	10	8	3	2	12	9
	L	17	27	30	48	4	6	2	3	9	15
drafting	S	13	10	69	53	20	16	11	9	12	9
	M	19	15	67	52	14	11	12	9	18	14
	L	7	11	32	52	9	15	6	10	8	13
electronics	S	11	9	62	48	25	19	21	16	4	3
	M	12	9	55	42	28	22	23	18	10	8
	L	10	16	24	39	13	21	8	13	6	10
engineering	S	9	7	54	42	32	25	24	19	4	3
	M	11	8	55	42	28	22	25	19	11	8
	L	10	16	20	32	14	23	11	18	7	11
farming	S	20	16	53	41	19	15	17	13	15	12
	M	24	18	45	35	27	21	16	12	16	12
	L	9	15	20	32	7	11	10	16	12	19
foods preparation	S	49	38	61	47	2	2	1	1	6	5
	M	48	37	75	58	0	0	1	1	4	3
	L	23	37	28	45	2	3	0	0	10	16
graphic arts	S	21	16	76	59	9	7	3	2	16	12
	M	31	24	63	48	8	6	1	1	22	17
	L	9	15	32	52	5	8	0	0	14	23

TABLE 2. Interests of Adolescent Girls in 25 Selected Occupations (continued)

NOTE: Headings "1" through "5" indicate the following:

1 - I would consider for a career.
2 - O.K. for girls for a career, but not for me.
3 - Uncertain as to whether this is an appropriate occupation for girls to consider.
4 - Only boys have a chance in this field.
5 - Not sure.

SIZE	GRADE 11									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
S	5	7	20	27	23	31	22	30	4	5
M	13	8	62	39	42	26	30	19	13	8
L	5	5	46	45	23	22	17	16	11	10
S	6	8	20	27	20	27	20	27	6	8
M	16	10	66	41	41	25	29	18	9	6
L	8	8	48	45	18	17	16	15	13	12
S	38	51	33	45	0	0	0	0	3	4
M	81	50	60	37	2	1	0	0	16	10
L	45	42	42	40	3	3	0	0	15	14
S	3	4	17	23	24	32	17	23	12	16
M	12	7	41	25	52	32	26	16	28	17
L	8	8	40	38	21	20	13	12	23	22
S	31	42	31	42	0	0	2	3	6	8
M	64	40	62	39	9	6	1	0	21	13
L	44	42	47	44	1	1	0	0	13	12
S	21	28	38	51	8	11	3	4	3	4
M	38	24	88	55	8	5	6	4	17	11
L	32	30	53	50	5	5	4	4	10	9
S	12	16	21	28	19	26	10	14	9	12
M	25	16	63	39	26	16	25	16	20	12
L	13	12	48	45	13	12	15	14	10	9
S	3	4	26	35	16	22	22	30	7	9
M	10	6	55	34	35	22	40	25	18	11
L	14	13	44	42	14	13	17	16	10	9
S	3	4	22	30	16	22	28	38	5	7
M	13	8	49	30	43	27	37	23	17	11
L	15	14	41	39	14	13	22	21	6	6
S	19	26	23	31	12	16	17	23	3	4
M	39	24	51	32	26	16	23	14	21	13
L	23	22	39	37	20	19	12	11	13	12
S	25	34	38	51	4	7	1	1	5	7
M	57	35	88	55	1	0	0	0	13	8
L	30	28	61	58	2	2	1	1	9	8
S	15	20	32	43	9	12	4	5	12	16
M	32	20	75	47	19	12	9	6	22	14
L	18	17	60	57	10	9	3	3	15	14

SIZE	GRADE 12									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
S	2	8	7	27	7	27	5	19	5	19
M	0	0	4	44	2	22	2	22	1	11
L	1	7	7	47	4	27	3	20	0	0
S	3	12	9	35	5	19	5	19	3	12
M	0	0	4	44	2	22	2	22	1	11
L	2	13	5	33	2	13	5	33	0	0
S	16	62	7	27	0	0	0	0	3	12
M	4	44	3	33	1	11	0	0	1	11
L	7	47	6	40	0	0	0	0	2	13
S	1	4	7	27	10	38	4	15	4	15
M	0	0	4	44	2	22	1	11	2	22
L	3	20	3	20	3	20	4	27	2	13
S	13	50	9	35	0	0	0	0	3	12
M	6	67	2	22	1	11	0	0	0	0
L	9	60	4	27	0	0	0	0	0	0
S	5	19	14	54	2	8	0	0	5	19
M	3	33	4	44	1	11	0	0	1	11
L	4	27	5	33	1	7	1	7	3	20
S	2	8	10	38	4	15	3	12	5	19
M	2	22	5	56	1	11	0	0	1	11
L	3	20	5	33	2	13	5	33	0	0
S	3	12	9	35	3	12	6	23	4	15
M	1	11	4	44	3	33	1	11	0	0
L	2	13	4	27	4	27	4	27	1	7
S	3	12	7	27	6	23	6	23	4	15
M	3	33	4	44	1	11	0	0	1	11
L	0	0	5	33	5	33	6	40	0	0
S	3	12	8	31	7	27	4	15	3	12
M	3	33	4	44	0	0	1	11	1	11
L	1	7	6	40	3	20	3	20	2	13
S	12	46	9	35	0	0	1	4	2	8
M	2	22	5	56	1	11	1	11	0	0
L	7	47	5	33	2	13	0	0	1	7
S	7	27	10	38	3	12	1	4	5	19
M	2	22	4	44	0	0	1	11	2	22
L	7	47	3	20	0	0	3	20	1	7

TABLE 2. Interests of Adolescent Girls in 25 Selected Occupations (continued)

NOTE: Headings "1" through "5" indicate the following:

1 - I would consider for a career.
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3 - Uncertain as to whether this is an appropriate occupation for girls to consider.
4 - Only boys have a chance in this field.
5 - Not sure.

		GRADE 9										GRADE 10									
	SIZE	1		2		3		4		5		1		2		3		4		5	
OCCUPATION		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
eologist	S	15	22	36	53	7	10	1	1	9	13	22	17	73	57	13	10	2	2	14	11
	M	25	42	58	43	31	19	4	3	29	18	21	16	77	59	8	6	2	2	21	16
	L	37	22	66	39	16	9	10	6	31	18	12	19	32	52	5	8	3	5	10	16
journalist	S	31	46	31	46	0	0	1	1	3	4	39	30	70	54	4	3	0	0	11	9
	M	58	36	59	37	11	7	5	3	21	13	41	32	76	58	0	0	0	0	13	10
	L	56	33	64	38	14	9	4	2	24	14	23	37	30	48	1	2	0	0	6	10
lawyer	S	29	43	27	40	2	3	1	1	8	12	39	30	60	47	9	7	9	7	7	5
	M	64	40	41	26	25	15	11	7	15	9	45	35	64	49	11	37	5	4	5	4
	L	77	46	60	36	9	5	5	3	12	7	26	42	22	35	4	6	1	2	10	16
achine trades	S	7	10	23	24	22	32	4	6	10	15	4	3	56	43	26	20	15	12	16	12
	M	9	6	44	28	36	23	26	16	30	19	5	4	49	38	40	31	23	18	10	8
	L	20	12	43	25	40	25	30	18	26	15	3	5	22	35	16	26	13	21	8	13
edical doctor	S	22	32	34	50	2	3	2	3	7	10	37	29	71	55	3	2	3	2	6	5
	M	60	38	56	35	23	14	9	6	9	6	34	26	61	47	7	5	7	5	7	5
	L	75	44	63	37	6	4	4	2	9	5	26	42	28	45	2	3	0	0	6	10
nurse	S	32	47	29	43	4	6	0	0	2	3	59	46	59	46	1	1	0	0	3	2
	M	77	48	60	38	12	8	1	1	6	4	53	41	69	53	1	1	1	1	7	5
	L	91	54	56	33	4	2	1	0	6	4	29	47	27	44	1	2	0	0	5	8
printing	S	21	31	22	32	6	9	1	1	5	7	21	16	78	60	11	9	2	2	9	7
	M	40	25	65	41	21	13	5	3	23	14	21	16	79	61	12	9	2	2	16	12
	L	69	41	57	34	9	5	5	3	22	13	9	15	35	56	5	8	1	2	11	18
sales person	S	29	43	29	43	2	3	1	1	7	10	43	33	59	53	6	5	0	0	8	6
	M	60	38	69	43	18	11	3	2	11	7	55	42	59	45	3	2	1	1	11	8
	L	67	40	72	43	6	4	5	3	18	11	24	39	24	39	5	8	1	2	8	13
secretary	S	45	66	17	25	2	3	0	0	3	4	74	57	46	36	0	0	1	1	2	2
	M	101	64	46	29	9	6	0	0	5	3	79	61	47	36	0	0	1	1	1	1
	L	25	74	32	19	2	1	0	0	4	2	35	56	21	34	0	0	0	0	6	10
teaching	S	42	62	19	28	2	3	1	1	4	6	63	49	55	43	2	2	0	0	4	3
	M	95	60	39	24	9	6	0	0	13	8	62	48	61	47	0	0	2	2	4	3
	L	102	60	49	29	5	3	0	0	10	6	23	37	30	48	1	2	0	0	5	8
truck driver	S	10	15	22	32	21	31	9	13	6	9	20	16	40	31	35	27	26	20	4	3
	M	23	14	39	25	43	27	34	21	10	6	19	15	36	28	38	29	31	24	6	5
	L	25	15	44	26	27	16	53	31	17	0	8	13	21	34	9	15	18	29	5	8
veter-inary	S	28	41	27	40	7	10	0	0	6	9	44	34	61	47	6	5	2	2	10	8
	M	71	45	55	35	12	8	5	3	11	7	47	36	69	53	5	4	4	3	4	3
	L	48	28	73	43	13	8	15	9	16	9	28	45	25	40	2	3	0	0	6	10
welder	S	2	3	17	25	18	26	16	24	13	19	5	4	37	29	29	22	41	32	12	9
	M	11	7	39	25	35	24	38	24	22	14	6	5	34	26	37	28	38	29	14	11
	L	13	8	42	25	35	21	52	31	25	15	2	3	22	35	12	19	18	29	8	13

TABLE 2. Interests of Adolescent Girls in 25 Selected Occupations (continued)

NOTE: Headings "1" through "5" indicate the following:

1 - I would consider for a career.
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3 - Uncertain as to whether this is an appropriate occupation for girls to consider.
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SIZE	GRADE 11									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
S	14	19	35	47	8	11	4	5	8	11
M	30	19	83	52	16	10	5	3	27	17
L	24	23	56	53	7	7	3	3	15	14
S	28	38	37	50	4	5	0	0	5	7
M	50	31	85	53	8	5	3	2	12	7
L	37	35	54	51	2	2	0	0	11	10
S	25	34	32	43	6	8	7	9	4	5
M	55	34	69	43	18	11	11	7	8	5
L	47	44	42	40	7	7	0	0	8	8
S	3	4	22	30	18	24	18	24	9	12
M	12	7	43	27	44	27	37	23	21	13
L	5	5	47	44	20	19	19	18	12	11
S	23	31	36	49	5	7	3	4	5	7
M	45	28	90	56	9	6	4	2	11	7
L	39	37	48	45	5	5	2	2	11	10
S	29	39	39	53	1	1	0	0	3	4
M	75	47	74	46	3	2	0	0	9	6
L	49	46	49	46	1	1	0	0	6	6
S	14	19	30	41	20	27	4	5	3	4
M	33	20	81	50	17	11	8	5	19	12
L	26	25	54	51	10	10	2	2	14	13
S	37	50	29	39	3	4	0	0	5	7
M	81	50	63	39	5	3	1	0	9	6
L	48	45	44	42	2	2	0	0	11	10
S	45	61	26	35	1	1	0	0	1	1
M	66	66	49	30	3	2	0	0	3	2
L	64	60	35	33	0	0	0	0	7	7
S	47	64	22	30	2	3	0	0	3	4
M	78	48	71	44	2	1	0	0	10	6
L	59	56	37	35	1	1	0	0	7	7
S	13	18	18	24	17	23	22	30	3	4
M	26	16	42	26	47	29	34	21	9	6
L	19	18	37	35	14	18	22	21	8	8
S	24	32	35	47	5	7	5	7	5	7
M	61	38	74	46	7	4	5	3	11	7
L	41	39	47	44	4	4	3	3	8	8
S	3	4	17	23	16	22	29	39	8	11
M	8	5	46	29	40	25	51	32	15	9
L	3	3	43	41	20	19	29	27	7	7

SIZE	GRADE 12									
	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
S	6	23	9	35	2	8	1	4	5	19
M	4	44	4	44	0	0	0	0	1	11
L	4	27	5	33	1	7	2	13	2	13
S	13	50	10	38	1	4	0	0	2	8
M	3	33	4	44	0	0	0	0	2	22
L	10	67	3	20	0	0	1	7	1	7
S	11	42	11	42	2	8	0	0	2	8
M	5	56	3	33	0	0	0	0	1	11
L	7	47	4	33	0	0	2	13	1	7
S	1	4	5	19	9	35	5	19	5	19
M	1	11	3	32	4	44	0	0	1	11
L	1	7	6	40	3	20	4	27	0	0
S	6	23	15	58	0	0	1	4	4	15
M	3	33	5	56	0	0	0	0	1	11
L	8	53	5	33	0	0	1	7	1	7
S	12	46	10	38	0	0	0	0	3	12
M	4	44	4	44	0	0	0	0	1	11
L	10	67	5	33	0	0	0	0	0	0
S	5	19	15	58	2	8	1	4	3	12
M	3	33	4	44	1	11	0	0	1	11
L	7	47	4	27	1	7	1	7	2	13
S	17	65	6	23	0	0	0	0	3	12
M	5	56	4	44	0	0	0	0	0	0
L	10	67	4	27	0	0	0	0	1	7
S	16	62	8	31	0	0	0	0	0	0
M	4	44	4	44	0	0	0	0	1	11
L	10	67	5	33	0	0	0	0	0	0
S	17	65	9	35	0	0	0	0	0	0
M	6	67	2	22	0	0	0	0	1	11
L	9	60	6	40	0	0	0	0	0	0
S	7	27	6	23	10	38	3	12	0	0
M	2	22	3	33	1	11	1	11	2	22
L	2	13	4	27	4	27	4	27	1	7
S	7	27	13	50	1	4	1	4	2	8
M	6	67	3	33	0	0	0	0	0	0
L	3	20	9	60	1	7	0	0	2	13
S	0	0	7	27	5	19	11	42	2	8
M	0	0	3	33	2	22	1	11	3	33
L	1	7	5	33	3	20	6	40	0	0

TABLE 3. Attitudes of Adolescent Girls Toward Educational/Vocational/Professional Opportunities

ITEMS	GRADE 9						GRADE 10						GRADE 11						GRADE 12					
	Small		Med.		Large		Small		Med.		Large		Small		Med.		Large		Small		Med.		Large	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. I hope to graduate from H.S.	68	99	157	98	171	99	126	100	130	99	62	100	76	98	162	100	105	98	28	100	8	89	15	100
2. I hope to enroll in a college after H.S.	40	58	84	52	111	65	51	40	68	52	36	58	34	44	69	43	64	60	12	43	7	78	9	60
3. I hope to enroll in a vocational school after H.S.	14	20	32	20	45	26	20	16	22	17	14	23	12	16	30	19	18	17	2	7	1	11	5	33
4. I hope to enroll in a business school after H.S.	14	20	31	19	46	27	26	21	24	18	15	24	15	19	29	18	30	28	6	21	1	11	0	0
5. I would like to take some vocational education courses before I finish H.S.	20	29	53	33	101	59	29	23	47	36	15	24	9	12	44	27	22	21	2	7	2	22	3	20
6. I would like to take a vocational education program before I finish H.S.	21	30	36	22	59	34	26	21	32	24	10	16	4	5	30	19	27	25	2	7	0	0	3	20
7. I do not believe my parents would encourage my enrolling in vocational courses.	13	19	38	24	27	16	18	14	27	21	11	18	9	12	24	15	11	10	4	14	1	11	2	13
8. My parents would strongly oppose my enrolling in vocational courses.	6	9	15	9	28	16	7	6	6	5	5	8	2	3	7	4	8	8	2	7	0	0	1	7
9. I do not believe my school counselor would encourage my enrolling in voc.courses.	5	7	24	15	22	13	10	8	9	7	7	11	1	1	19	12	8	8	2	7	1	11	1	7
10. I believe some of my teachers would discourage me from enrolling in voc. courses.	3	4	16	10	30	17	12	9	14	11	3	5	5	6	21	13	5	5	2	7	1	11	2	13
11. I believe some of my friends would discourage me from enrolling in voc. course.	16	23	33	21	23	13	18	14	25	19	6	10	9	12	21	13	9	8	1	4	0	0	4	27
12. Voc. courses would be too difficult academically for me.	7	10	17	11	7	4	14	11	9	7	1	2	4	5	13	8	6	6	3	11	0	0	0	0

TABLE 3. Attitudes of Adolescent Girls Toward Educational/Vocational/Professional Opportunities (continued)

ITEMS	GRADE 9						GRADE 10						GRADE 11						GRADE 12					
	Small		Med.		Large		Small		Med.		Large		Small		Med.		Large		Small		Med.		Large	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
13. Vocational school is O.K. for boys, but not girls.	4	6	12	7	7	4	2	2	5	4	1	2	3	4	4	2	0	0	0	0	0	0	1	7
14. I don't know a great deal about vocational courses and programs available to me.	52	75	113	70	92	53	74	59	89	68	39	63	44	57	83	51	67	62	10	36	4	44	10	67
15. I don't know a great deal about college programs and courses available to me.	45	65	85	53	92	53	80	63	73	56	24	39	28	36	68	42	62	58	9	32	3	33	8	53
16. I believe I would have a better opportunity for employment with a college degree.	48	70	100	62	107	62	73	58	85	65	36	58	40	52	73	45	67	63	12	43	6	67	9	60
17. Many of my school courses seemed meaningless to me.	21	30	63	39	41	24	46	36	55	42	20	32	22	29	67	41	52	49	12	43	3	33	6	40
18. If I enrolled in a H.S. vocational program I don't believe I would be able to go on to college.	9	13	17	11	25	15	5	4	12	9	5	8	3	4	14	9	5	5	3	11	0	0	1	7

TABLE 4. Interest of Adolescent Girls in Vocational Education

	YES		NO		OTHER	
SMALL	#	%	#	%	#	%
grade 9	42	61	22	32	4	6
grade 10	76	63	40	33	4	3
grade 11	43	58	26	35	5	7
grade 12	19	68	9	32	0	0
MEDIUM						
grade 9	83	53	70	44	5	3
grade 10	71	61	39	33	7	6
grade 11	82	59	54	39	2	1
grade 12	7	88	1	12	0	0
LARGE						
grade 9	120	73	42	25	3	2
grade 10	34	54	26	41	3	5
grade 11	63	60	38	36	4	4
grade 12	10	77	3	23	0	0